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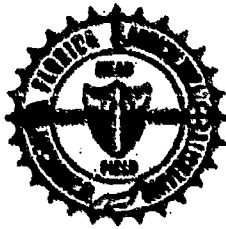
## ABSTRACT

This study sought to assess the effectiveness of the Carnegie Cross-Cultural Experience Program. The program brought white students from the University of Florida to study at the predominantly black Florida A & M University. The program came about because it was felt that as an increasing number of black people enter professional fields or are served by professional people, white professionals have become aware of the need to "sensitize" themselves to modern black culture. Pre- and post-program questionnaires were administered. A follow-up test administered three months after the close of the program included the following: (a) FAMU Campus Opinionnaire, (b) process analysis, and (c) student evaluation. (These are all included in the Appendix.) The tests indicated that the program was highly effective in preparing white students for understanding and working sensitively and responsibly with blacks. (PB)

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**A CROSS-CULTURAL PROGRAM FOR ATTITUDE  
MODIFICATION OF WHITE STUDENTS ON A  
PREDOMINANTLY BLACK UNIVERSITY CAMPUS**

**A Research Monograph**



**COLLEGE OF EDUCATION  
FLORIDA A&M UNIVERSITY  
TALLAHASSEE, FLORIDA**

**Prepared for  
The 1975 Distinguished Achievement  
Awards Program**

**Sponsored by  
The American Association of Colleges  
for Teacher Education**

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A Research Monograph

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for Teacher Education

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# FOREWORD

This report is an assessment of the Phase II 73-74 cross cultural component of a collaborative program funded by the Carnegie Foundation in collaboration with the University of Florida and Florida A&M University. In addition to the officials of the Carnegie Foundation, the researcher owes a debt of gratitude to the students, faculty, and administrators of both institutions for their recognition of the pluralistic character of our culture. As a strategy for keeping multiculturalism from degenerating into disintegration of our social structure, equal access to educational opportunities must be provided.

This report functions as a follow-up to an earlier evaluation of the 71-72 Phase I Program conducted by Dr. Bernard S. Smith. Dr. Paul B. Mohr, Sr. was the principal investigator of the Project. The overall Carnegie Exchange Program was composed of three separate programs: The Junior Year Program for Black students; the Pre-Graduate Pre-Professional Program for Black students at the University of Florida; and the Cultural Exchange Program for White students (Carnegie Cross-Cultural Experience Program) at Florida A&M University. As was mentioned earlier, this assessment was conducted on the cross-cultural component.

A note of thanks is due the associate director of the FAMU Program, Mrs. Marva Demard, for allowing this researcher to conduct this study.

## INTRODUCTION

The Carnegie Cross-Cultural Experience Program is a component of the Carnegie Exchange Program of the Florida Consortium for Higher Education (FCHHE). The FCHHE is composed of predominantly White University of Florida and the four predominantly Black member institutions of Higher Education (FCHHE) -- Bethune-Cookman College, Edward Waters College, Florida A&M University, and Florida Memorial College.

In 1968, when discussing the national needs for minority representation in professional graduate fields, the idea for this inter-institutional "Cooperative Dynamic" between traditional Black and White, public and private institutions of higher learning, originated. The participating institutions wanted a state-wide model in Florida which would include the University of Florida because it possesses the most complete range of graduate and professional programs in the state.

The planning phase preceding the proposal development included conferences between presidents and representatives of the above mentioned institutions. These activities were followed by the appointment of a steering committee, which consisted of one representative from each participating institution, and its chairman was Dr. Paul B. Mohr, Sr., Dean of the College of Education at Florida A&M University. The primary concern of the committee was to develop a program designed to augment minority representation in graduate and professional fields. Additional concerns included the development of programs which would permit students going from the public colleges and universities to the University of Florida for a portion of the year. This phase of the program is referred to as the Pre-Professional and Pre-Graduate program. While attending the University of Florida, the Florida A&M students would be introduced to programs which would expose them effectively to fields they would consider as possible careers. With the wide spectrum of choices, both of classes and faculty, it was seen to be to the advantage of the students to have one quarter or equivalent on the University of Florida campus.

The second part of the Carnegie Program, the one which has priority in this report, is the Cross-Cultural Component, which is designed to broaden the experiences of Whites by inviting White students from the University of Florida to participate in academic and social programs on the FAMU campus.

From the University of Florida would come White students to participate in the experience of understanding and working with people who are culturally different. The Dean of the School of Education at Florida A&M University, Dr. Paul B. Mohr, Sr., has said, "Since the school represents one of the greatest agents of change, it is the responsibility of its representatives to promote cultural diversity." And surely, since those of us at FAMU feel this University offers such a unique opportunity for the sharing of a cultural experience, it is our responsibility and duty to make it known in as many circles as possible.

With the blessings of each member-institution that was part of the consortium, a proposal was prepared to generate funds for the development of programs which would satisfy most of the objectives set forth by the Florida Consortium for Higher Education. The proposal resulted in two, two-year grants by the Carnegie Corporation of New York. These grants, together with funds from the participating institutions, were used to support and implement the set of programs known as the Carnegie Pre-Professional, Pre-Graduate and Cross-Cultural Programs.

## **RATIONALE**

The rationale for the Carnegie Programs Cross Cultural experience component was initially recorded when Elmer Tossie, Patsy Trubow, and Patricia Norman suggested that:

Success in any profession is understanding the lifestyle, problems and attitudes of the people with whom one comes into daily contact. As an increasing number of Black people enter professional fields or are served by professional people, White professionals have become aware of the need to "sensitize" themselves to modern Black culture.

Up until now, the opportunity for contact with Black people has been limited. Under the sponsorship of the Carnegie Foundation, University of Florida students have a unique opportunity to participate in a program which will expose them to Black culture and society—Cross-Cultural Experience Program sponsored by the Carnegie Foundation.

Academic programs designed for contact between Blacks and Whites have been limited heretofore, when White students have been involved on a predominantly Black University campus in the deep south. In addition, a limited amount of research has been recorded. However, a number of studies have been conducted on attitude change. T. T. Pettigrew's paper provides an excellent summary of these studies. He suggested that social psychological evidence of racial attitude change comes from contact studies. Thelma Adenika and James L. Gaat each reported favorable results from short-term experiences in teacher-training programs.

The present study, a three-month follow-up test of the Program's effectiveness, sought to assess the effectiveness of the Carnegie Cross-Cultural Experience Program which was administered by FAMU's College of Education in cooperation with the University of Florida during the Spring Quarter, 1974. The basic design was first tested in 1971-72 academic year by Smith whereby the terminus and immediate objectives were listed as follows:

1. To strengthen predominantly Black Florida A&M University through a cooperative program that involves the pooling of grant and proposal writing resources and sharing of programs.
2. To provide the opportunity for pre-professional White students from the University of Florida to spend an academic quarter at Florida A&M University in order to prepare themselves for understanding and working sensitively and responsibly with Black people.

## **PROGRAM PLANNING AND ORIENTATION PHASE**

Raymond Bowers' concludes that the direction and intensity of cultural change are functions of the interaction between an innovation and a culture pattern, one or both of which may be undergoing change. To this end faculty and staff support for the program was solicited. Personal interviews, designed to provide awareness, promote understanding and secure cooperation were conducted.

In anticipation of the University of Florida students' arrival, all FAMU's Deans and Department Chairpersons were invited to participate in a Faculty Orientation Program. The goals and objectives of the Cross-Cultural Exchange component were explained by the administrator of the Program and cooperation in the recruitment of University of Florida and Florida A&M University program participants was requested. In addition, an Advisory Board was formed.

The Board members assisted by:

1. providing written suggestions for program improvement,
2. providing information about the progress in recruitment of participants from individual departments,
3. identifying the readiness characteristics, i.e., coping skills, cultural differences and attitudes, required for an individual to move into a unique and foreign environment, and
4. identifying the board members' skills and expertise that could be used when the program was operationalized.

FAMU faculty members visited the University of Florida campus and together with UF faculty pre-registered students who volunteered to participate in the exchange program. They assisted the program participant by:

1. providing academic advisement.
2. assisting participants in decision-making, i.e., housing accommodations, transportation needs, financial arrangements, etc., and

3. describing the program design.

The collaborative recruitment process registered 11 White pre-professional UF students. The students arrived three days prior to official registration and engaged in a three-day orientation program, coordinated by Doctors James L. Cant, Florida State University, and Jack Crogham, University of Miami. The orientation phase was highlighted by a workshop designed to assist the participants by:

1. duplicating situations they may encounter in their new environment.
2. enhancing their human interaction skills.
3. introducing UF students to sets of students on Campus, and
4. exploring cultural differences related to feelings, attitudes and assumptions about different racial groups.

In 1971, Grant conducted a study evaluating a short-term human relations training program designed to affect racial attitudes, as a curriculum supplement to understanding teacher education programs at FAMU and FSU.

## **Program Analysis Phase**

### **A. Purpose of the Study**

The study sought to assess the effectiveness of the Carnegie Cross-Cultural Experience Program administered collaboratively by FAMU and UF during the Spring Quarter, 1974.

Specifically, the study was designed to determine and report:

1. Changes in the racial attitudes of White students from UF toward Blacks.
2. How White students view future contact with Blacks.
3. How well the program objectives were achieved by all participants: students, faculty and staff.

1. How well these students feel that the program assisted them as pre-professionals.

Smith's study reported that eyes were opened, horizons were expanded, and the program proved to be a valuable experience for participants. He further reported that the Cross-Cultural Exchange students did become more aware of the special problems and needs of minorities. Participants in the initial study felt they could work more sensitively and responsibly with minorities as a result of the experience, and do it with confidence. In addition, Smith reported a need for further study to investigate "the findings of a follow-up test on the attitude change of participants?" Thus, the primary focus of the present study is to follow through on Smith's suggestion.

## **B. *Instrumentation***

The instruments utilized were adaptations of earlier questionnaires adapted, developed and tested by Smith. A pre-program questionnaire was administered to UF participants designed to provide background information about UF participants which included items to be measured against a post-program questionnaire. Most of the questions, relevant to the study on this questionnaire, were invitations to speculation and were used to gain some gleanings on participant ideas regarding the objectives of the program.

A post-program opinionnaire was administered to UF participants which included items to be measured against the pre-program questionnaire and included items to be measured against a follow-up test to be administered three months after the close of the program.

The follow-up test administered included the following set of instruments: 1. FAMU Campus Opinionnaire, 2. Process analysis, and 3. Student Evaluation-Carnegie Program Cross-Cultural Experience Component.

In addition, a Staff Evaluation Instrument was forwarded to FAMU faculty and staff at the same time that the set of follow-up instruments were forwarded to program participants.

## **C. *Principal Findings***

All data gathered during the study is important and will be of value to future program administrators and agencies charged with similar responsibilities in higher education. However, reported below are the findings which might be considered significant about the White UF exchange students attending a predominantly black institution in a limited time frame.

### **1. *Pre-Post Program Assessment***

An analysis of the pre-program questionnaire shows that UF participants were seeking professional status in the following disciplines: Psychology—3, Nursing—1, Sociology—2, Education and Speech—3, Mathematics and Business—2., Freshman, sophomores, juniors and seniors were involved in the program. The average age of the UF participants was 22.

Five similar pre-post measures were evaluated. UF students' responses to those measures showed the following:

- a. seventy-four percent of the participants expected to meet with some degree of hostility at FAMU, yet none of the respondents reported experiencing apparent hostility.
- b. ninety percent of the UF participants anticipated that social adjustment would be easy at FAMU. Following their experience, every respondent reported self-confidence in managing multi-racial environments as well as dealing with multi-racial conflict situations.
- c. prior to their experience, 75% reported they anticipated employment with Blacks. Following the experience, 90% were more desirous of employment in an integrated situation, and 50% of the students experienced some change in their feelings about working with Blacks, presumably more positive.
- d. only 10% anticipated difficulty in working with Black faculty members. All reported that they received fair treatment by the faculty and were granted individual assistance when it was needed, and

- c. all UF students expected initially to have good feelings about the experience and all recommended that the program be continued for the benefit of other White students.

## **2. *Follow-up Test of University of Florida Participants***

The Chi-square test for K-independent samples was used in the study. The procedure used here was the testing of the significance of differences among two independent sample groups.

One set of hypotheses was designed to determine the significance in the respondents' opinions as recorded on the opinions as recorded on the Student Evaluation Opinionnaire (sample II) three months following the termination of the program when measured against 15 similar items on the post-program opinionnaire (sample I).

### **1. Set I Hypotheses is as follows:**

- A.  $H_0$ : There is no significant difference in the number of respondents agreeing to the Student Evaluation Statement in Sample I and in Sample II.
- B.  $H_0$ : There is no significant difference in the number of respondents in Sample I and Sample II disagreeing with the Student Evaluation Statements.
- C.  $H_0$ : There is no significant difference in the number of respondents in Sample I and Sample II strongly agreeing with the student evaluation statements.
- D.  $H_0$ : There is no significant difference in the number of respondent in Sample I and Sample II strongly disagreeing with the student evaluation statements.
- E.  $H_0$ : There is no significant difference in the number of respondents in Sample I and Sample II strongly agreeing, and strongly disagreeing with the student evaluation statements.

The null hypotheses in Set I listed as A, B, C, D, E were used to compare the response of UF students participating in Cross-Culture Experience Component at the close of the program and comparing the response of the participating exchange students three months after the program. In addition, there were 15 similar items which were included on both instruments. There was a total of 18 statements included in the follow-up opinionnaire and all of the statements will be reviewed in the narrative which follows.

The Set I hypotheses Chi-square treatment revealed that the null hypothesis  $H_0$  in Set I A, Set I B, Set I C, and Set I D, "FAILED TO REJECT"  $H_0$  in favor of the alternative  $H_1$  hypotheses. Thus, the Chi-square treatment generated "no significant differences" in the set of respondents agreeing, strongly disagreeing, when the follow-up test responses were measured against the Post-program responses of the exchange students participating in the study.

The formative evaluation indicates that given a three-month time frame after the program was terminated, UF participants still offered positive responses to positive statements on the follow-up opinionnaire with no significant difference to the post-program response. Twelve of the 15 statements selected for the test were viewed as positive statements and the remaining three were viewed as negative statements. On seven of the 12 positive statements, the respondents agreed that the Carnegie-Cross Cultural Experience was effective and the percentage score range was 87 to 100. On two of the 12 positive statements the respondents disagreed with a similar percentage range of 87 to 100. The three remaining positive statements recorded only 39% of the respondents agreeing that the program was effective. According to the data, participants strongly agreed or disagreed that the program was effective in that:

1. the program increased their knowledge and awareness of the special needs and problems of minorities;
2. the Carnegie Consortium Workshop caused them to critically examine their own attitudes towards minorities;
3. the multi-racial expedient increased their self-confidence about working in a multi-racial situation;
4. the program increased their desire to work in an integrated situation;

5. the experience at FAMU complemented the knowledge gained at UF,
6. the participants felt that they were treated fairly in their classes, and
7. they reported receiving valuable advice from the instructional staff.

The data regarding the two positive statements where respondents indicate disagreement is as follows:

8. the weekly seminars did provide them with information and insight about Black people, and
9. the weekly "rap sessions" were of great benefit to them.

The three positive statements where respondents indicated 57% positive responses indicate that:

10. the program gave them enough information about the background of Blacks;
11. the program awakened a desire in them to understand and work more sensitively and responsibly with representatives of the Black community, and
12. They feel the same about working with Blacks three months after the program as they felt at the end of the program.

The data shows that in response to the negative statements, the UF students participating disagreed that:

13. they have less empathy for the disadvantaged as a result of the program;
14. they did experience hostility from Blacks, but that the program could have been more beneficial, and
15. they were not treated fairly in all their classes.

## 2. Set II Hypothesis

A set of hypotheses was designed to test the difference in overall UF participants' attitudes about the FAMU campus. The variables examined were to favor or oppose the program. Statements of hypotheses are listed below as "A". In addition, an accompanying set of statements of hypotheses regarding FAMU campus were submitted to test and are listed below as "B".

- A.  $H_0$ : There is no significant difference in the UF participants' attitudinal responses about the FAMU campus.
- B.  $H_0$ : There is no significant difference in responses of UF participants toward the operational process of the program.

### RESULTS OF THE CHI-SQUARE TEST

Set IA	Set IIA
Set IB	Set IIB
Set IC	Set III
Set ID	

#### Set IA

$$DF = 14$$

$$\alpha = .05$$

$$O\chi^2 = 23.68$$

Decision: Fail to Reject  
Reserve Judgement

$$OBTAINED \chi^2 = 11.764$$

#### Set IB

$$DF = 14$$

$$\alpha = .05$$

$$O\chi^2 = 23.68$$

Decision: Fail to Reject  
Reserve Judgement

$$OBTAINED \chi^2 = 4.321$$

### Set IC

$$DF = 14$$

$$X = .05$$

$$OX^2 = 23.68$$

$$\text{OBTAINED } X^2 = 8.933$$

Decision: Fail to Reject  
Reserve Judgement

### Set ID

$$DF = 14$$

$$X = .05$$

$$OX^2 = 23.68$$

$$\text{OBTAINED } X^2 = 6.740$$

Decision: Fail to Reject  
Reserve Judgement

### Set IIA

$$DF = 9$$

$$X = .05$$

$$OX^2 = 16.92$$

$$\text{OBTAINED } X^2 = 43.792$$

Decision: Reject  $H_0$  in favor  
of the alternate  $H_1$ .

There is a significant difference  
in attitude of UF respondents  
toward the FAMU campus.

### Set IIB

$$DF = 33$$

$$X = .05$$

$$OX^2 = 43.77$$

$$\text{OBTAINED } X^2 = 95.875$$

Decision: Reject  $H_0$  in favor of  
the alternative  $H_1$

There is a significant difference  
in the responses of the UF par-  
ticipants towards the operational  
process of the program.

### Set III

$$DF = 33$$

$$X = .05$$

$$OX^2 = 43.77$$

$$\text{OBTAINED } X^2 = 102.230$$

Decision: Reject  $H_0$  in favor of  
 $H_1$

There is a significant difference  
in faculty evaluation of the pro-  
gram.

### *Related to "A"*

In the Smith study, Black students who were acquainted with the presence of UF students were requested to respond to a set of questions regarding the response of FAMU to the UF participants in the program. In this study we were concerned with the perceptions of the UF participants to a similar set of questions. The data collected reveals that the respondents favor, at a percentage score of 100, that:

- Statement 1. FAMU is a predominantly Black institution which welcomes all races of students;
- Statement 4. Their friendship with white students of the same sex at FAMU;
- Statement 5. Their friendship with white students of the opposite sex at FAMU;
- Statement 6. The enrollment of white students should be increased;
- Statement 7. White students at FAMU are treated fairly by both students and faculty;
- Statement 9. Cross-Cultural education for better race relations, professional services, etc., at FAMU, and
- Statement 10. Cooperative programs between FAMU and other institutions to provide maximum educational opportunities for all students.

The respondents favor, at a percentage score of 71.4, that:

- Statement 2. The faculty and staff at FAMU is desegregated and integrated.

The respondents oppose, at a percentage score of 100%:

- Statement 3. White students attending FAMU, but discriminated against.
- Statement 8. Education for Blacks only at FAMU.

### *Related to "B"*

Three months after the program was terminated, the process analysis opinionnaire was administered to the UF participants. Responses to each of the 12 statements on the process analysis

and specific statements regarding the participants' opinions about the program and their actual experiences were ascertained and are presented below.

Responses suggesting the kinds of experiences that the participants had were computed to show the percentage distribution of respondents in each of the four choices: SA (strongly agree), A (agree), D (disagree), and SD (strongly disagree).

All of the respondents agreed and strongly agreed on seven of the eight positive statements at a percentage score of 100 and 71.4 per cent of the participants disagree on the remaining positive state (≡2 listed below). On these eight statements the respondents indicated that:

- Statement 1. The program provided worthwhile experiences.
- Statement 2. The program is what they expected it to be.
- Statement 4. Other White students should participate in similar programs.
- Statement 6. They were accepted at FAMU.
- Statement 7. They felt secure at FAMU.
- Statement 10. They are beginning to understand more about Blacks.
- Statement 11. The experience they received will help them in their professional life.
- Statement 12. They have become more aware and concerned about Black people's feelings and problems as a result of participating in the program.

The four negative statements produced the following results:

- Statement 3. 100% of the respondents disagree that they did regret having committed themselves to participate in the program.
- Statement 5. 28.6% of the respondents disagree that they did encounter hostile Blacks.
- Statement 8. 57.2% of the respondents disagree that they did have difficulty relating to Blacks, and

Statement 9 71.4% of the respondents disagree that they did have difficulty relating to Black faculty.

## **EVALUATION OF THE CARNEGIE PROGRAM CROSS-CULTURAL EXPERIENCE COMPONENT: STAFF EVALUATION OPINIONNAIRE**

### *Analysis of the Staff Evaluation--Set III*

The Staff Evaluation Opinionnaire was forwarded to 29 FAMU staff and faculty who were directly involved in implementing the program. Seventeen of the 29 staff and faculty members returned the opinionnaire.

According to data, 81.8 to 94.1 per cent of the respondents agreed that the Carnegie Program Cross-Cultural Experience Component was effective on seven of the 10 positive statements and that the

- ≡1 objectives of the program was worthwhile and attainable
- ≡2 program served to sensitize pre-professional White students from the University of Florida to the causes for cross-cultural and interracial conflict
- ≡4 program made White students from the University of Florida more aware of the disparities existing between majority and minority life styles.
- ≡5 program increased the White students' awareness of the special needs and problems of the disadvantaged.
- ≡8 program altered White students from the University of Florida to the need for employing a variety of human relation skills in working with minorities.
- ≡9 program provided a meaningful experience for participants to interact with members of different racial backgrounds.
- ≡10 program suggested new directions for White students from the University to explore prior to engaging in professional life.

Included in the data received were responses to three of the positive statements which recorded a percentage score range of 60.0% to 76.5%. On these statements the respondents agreed on the effectiveness of the Program. These statements concerned:

- ≡6. The White students critically examining their attitudes toward working sensitively and responsibly with Blacks,
- ≡3. The strengthening of UF and FAMU resulting from co-operation and participation in the Program, and
- ≡11. The statement that the program provided a future model for administration and legislators in the State of Florida.

On one of the negative statements which states:

- ≡7. That the program did little to encourage White students from the University of Florida to carefully examine their present notions about professional relations in working with people with multi-racial origins. 62.4 per cent of the respondents disagree with the statement.

On the other negative statement, 76.9 of the respondents disagree that they:

- ≡12. Would not recommend that the program be continued in the future. An additional consideration associated with this question is that four of the returns did not include a response to the question.

### *Additional Findings and Conclusions*

The general purpose of this study was to assess the effectiveness of the Carnegie Program Cross-Cultural Experience Component as perceived by the participants when preparing these pre-professionals for working sensitively and responsibly with culturally different people. In addition, the degree the program achieved its major objective was determined by the respondents' understanding of Blacks, by the attitudes of respondents toward Blacks resulting from the set of experiences received as measured and assessed by the set of instruments administered.

The tasks related to the study were:

1. to report and assess changes in racial attitudes of pre-professional White students from predominantly White University of Florida three months following the program;
2. to report and assess how these White students feel about working with Blacks three months following the program;
3. to assess and report how well the program objective were met as recorded and in turn reported by UF participants and staff, and
4. to assess and report the FAMU campus climate as perceived by the UF participants.

The study sought to examine the four tasks listed above. Following each task, additional findings and conclusions are presented.

### **TASK ONE**

Of the five hypotheses listed in Set I, four were not found to be significant at the .05 - level as they relate to task one above. The four hypotheses are:

- A. There is no significant difference in the number of respondents agreeing to the Student Evaluation Statements.
- B. There is no significant difference in the number of respondents disagreeing with the Student Evaluation Statements.
- C. There is no significant difference in the number of respondents strongly agreeing with the Student Evaluation Statements.
- D. There is no significant difference in the number of respondents strongly disagreeing with the Student Evaluation Statements.

One of the five hypotheses listed in Set I was found to be significant at the .05+ level. The hypothesis is:

- E. There is no significant difference in the number of respondents agreeing, disagreeing, strongly agreeing, and strongly disagreeing with the Student Evaluation Statements.

## **TASK TWO**

Responses to items 10 and 12 on the process analysis instrument, items 1, 3, 5, 7, 9 and 10 on the Student Evaluative Opinionnaire, reinforce the earlier findings of Smith where it was reported that they are congruent and supportive to the objectives which focused on assisting pre-professional White students to prepare themselves for understanding and working sensitively and responsibly with Blacks. However, items 4, 11 and 15 reported by Smith to be consistent with the above conclusion were not consistent in the present study. The findings are as follows:

<i>Process Analysis Statements</i>	<i>Per Cent Strongly Agree</i>	<i>Per Cent Agree</i>
#10. I am beginning to understand more about Black people.	57.1	42.9
#12. I have become more aware and concerned about Black people's feelings and problems since I have been here at FAMU.	57.1	42.9

**Student Evaluation Opinionnaire statements and participants' responses:**

# 1. The Program increased my knowledge and awareness of the special needs and problems of minorities.	42.9	42.9
# 3. The Human Relations Seminars caused me to critically examine my own attitude toward minorities.	28.6	28.6
# 4. The weekly seminars provided me with more information and insight about Black people.	0	0
# 5. I am more self-confident about working in a multi-racial situation than I was when the program started.	14.3	71.4

<i>Process Analysis Statements</i>	<i>Per Cent Strongly Agree</i>	<i>Per Cent Agree</i>
≡ 7. I desire a career in an integrated situation more than I did when the program started.	33.3	33.3
≡ 9. The program led me to collect more information about the backgrounds of minorities.	28.6	28.6
≡ 10. I feel the same about working with Blacks now as I did before.	28.6	28.6
≡ 11. The program awakened a desire in me to understand and work more sensitively and responsibly with representatives of the Black community.	16.7	33.3
≡ 15. In spite of this Program, I feel that success in a multi-cultural situation has little to do with understanding minorities.	0	14.3

#### **Staff Evaluative Opinionnaire Statements**

≡ 5. The program increased the White students' awareness of the special needs and problems of the disadvantaged.	23.5	70.6
≡ 6. The program caused White students from the University of Florida to critically examine their attitudes toward working sensitively and responsibly with Blacks.	11.8	52.9

### **TASK THREE**

Responses to item 1, on the process analysis; items 1 and 11, on the student evaluative opinionnaire, and item 1, on the staff evaluative opinionnaire, are also in agreement and support of the idea that the program objective was achieved. The findings which relate to task three are presented below.

<i>Process Analysis Statements</i>	<i>Per Cent Strongly Agree</i>	<i>Per Cent Agree</i>
------------------------------------	--------------------------------	-----------------------

# 1. This program is providing worthwhile experience for me.	75.0	25.0
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**Student Evaluative Opinionnaire Statements**

# 1. The Program increased my knowledge and awareness of the special needs and problems of minorities.	42.9	42.9
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#11. The Program awakened a desire in me to understand and work more sensitively and responsibly with representatives of the Black community.	16.7	33.3
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**Staff evaluation opinionnaire statement**

# 1. The objectives of the Program were worthwhile and attainable.	58.8	35.3
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**TASK FOUR**

Responses to items 1, 2, 6, 7, 9 and 10 on the FAMU Campus Climate Opinionnaire, shown, favor FAMU as a campus properly suited to house Cross-Cultural Experience Programs and/or similar programs as perceived by participants. The findings which relate to task four are presented below:

<i>FAMU Campus Climate Opinionnaire</i>	<i>Favor( % )</i>
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# 1. FAMU as a predominantly Black institution which welcomes all races of students seeking an education.	100
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# 2. FAMU desegregated and integrated, both faculty and student body.	50
---	----

# 6. Increase White student enrollment at FAMU.	100
---	-----

- |      |   |     |
|------|---|-----|
| # 7. | White students attending FAMU welcomed and treated fairly by both students and faculty.                                 | 100 |
| # 9. | Cross-cultural education for better race relations, professional services, etc., at FAMU.                               | 100 |
| #10. | Cooperative programs between FAMU and other institutions to provide maximum educational opportunities for all students. | 100 |

The UF participants and the participating FAMU faculty and staff agreed or strongly agreed with all of the positive statements on the instruments with the three exceptions mentioned above. The participants also disagreed or strongly disagreed with the greater portion of the negative statements on the instruments.

In summary, the Carnegie Program Cross-Cultural Experience Component was highly effective in preparing the pre-professional White students for understanding and working sensitively and responsibly with Black people. There was a need for a more sophisticated structure to manage the program which should not be viewed as a negative response towards the administrators, because there were many intervening variables which may have negatively impacted on the management process. Therefore, more dialogue and interaction was needed in "rap sessions" on Black awareness. There was a need for a more highly structured explanation of program objectives during the recruiting process.

The data showing a lack of change of attitudes three months following the program lends support to the generalizations generated from previous research that there is no significant change in attitudes three months following a program when measured against post-program responses.

Further, cross-cultural programs have positive value for effecting a change in racial attitudes. That, substantial social psychological proof of racial attitude change comes from contact studies and that misconception and racial stereotypes are affected.

### *Recommendations*

The findings and conclusions give rise to the following suggestions which may improve similar programs at FAMU.

1. More in-depth planning and implementation should be incorporated to assist in diffusing the objectives of the program to the participants and the support systems.
2. Available resources of the University should be utilized to support the program, i.e., counseling center, registrar's office, sociology and psychology department, etc.
3. A more sophisticated evaluation design should be incorporated initially in the program, which would allow for a more expansive research design because valuable research information was lost, i.e., Human Relations Seminar was not properly evaluated, Pre-Program and Post-Program instruments required improvement, etc.
4. The sponsoring agents should expand the funding level to secure the services of consultants with specific expertise.
5. Within the State University System, all Colleges of Education should be required to participate in similar programs with FAMU.
6. The State University System's Research and Development Department should channel funds in support of a system-wide proposal and public and private funding agencies should be asked to participate in the collaborative program sponsored by FAMU.
7. When we recognize the need to respond affirmatively to the requests of HEW regarding compliance with the Pratt decision, a similar program should be placed high on the priority list.
8. The program should be expanded to include other Colleges' Schools at FAMU.
9. A system-wide Planning Committee should be appointed with all campuses participating.

### *Conclusion*

It is imperative that this program have a secure future. The peaceful co-existence of Blacks and Whites depends not only on our present ability to work with each other, but on a solid understanding of our histories and life-styles. Florida A&M University not only provides a setting for this learning experience, but is also the best of environments in which this sharing process can go on. Such an ex-

change program, with all benefits for both Blacks and Whites should certainly occur on every campus possible.

Multi-culturalism must spread throughout the United States in order that mutual understanding may grow at a rapid rate. With all the positive feedback that is coming from the students currently participating in this program, particularly concerning the multi-cultural phase, endorsement of a future program should be beyond question.

The continued strong coalition between Florida A&M University and the University of Florida program directors, administrators, faculty, staff, and student body will be one which crosses traditional barriers, avoids an academic and non-academic snobbery and other program snares in order to bring together those who are concerned about maximum educational opportunities.

## **APPENDIX**

### **University Participant Questionnaires**

## **PRE-PROGRAM PARTICIPANT QUESTIONNAIRE**

The Carnegie program administration requests your assistance when responding to attached questionnaire.

This study will have no effect on your grades. To insure anonymity, and at the same time to help us identify and correlate responses, would you please code your paper in this manner: write, in sequence, the month, day, and year, of your birthday. For instance, if you were born on June 12, 1956, your code number will be 61256.

Please note that these answers will not be seen by your instructors, they will be used for research and development only.

Many thanks for your help.

CODE #

DATE

1. How did you learn about the Carnegie Program? Check one:  
 professors? \_\_\_\_\_ classmates? \_\_\_\_\_ Carnegie personnel? \_\_\_\_\_

2. What field will you be studying at FAMU?

3. What is your occupational goal?

4. What is your age?

5. Are you married? \_\_\_\_\_ Single? \_\_\_\_\_ Divorced? \_\_\_\_\_

6. How did your parents feel about your participation in this program?  
 Approved? \_\_\_\_\_ Neutral? \_\_\_\_\_ Disapproved? \_\_\_\_\_

Please check one answer to each of the following questions

	YES	NO
7. Do you expect it will be easy to adjust to life in the dormitory?		
8. Are you concerned about how you will feel in the new Black/White situation?		
9. Do you think it will be easy to adjust to the new social situation?		
10. Do you expect it will be easy to adjust to the small campus?		
11. Are you concerned about the size of the campus?		
12. Do you think the professors at FAMU will be better than those at UF?		
13. Do you think the professors at FAMU will be as good as those at UF?		
14. Do you expect the professors at FAMU to be not as good as those at UF?		
15. Have you had any misgivings about going to Florida A&M University?		
16. Do you think you will have difficulty relating to Black students?		

	YES	NO
17. Do you think you will have any difficulty relating to Black faculty and staff?		
18. Was your high school integrated?		
19. Was it predominantly Black?		
20. Was it predominantly White?		
21. Was it about 50% Black and 50% White?		
22. Do you already know people on the FAMU campus, and plan to find them?		
23. Do you presently <i>not</i> know anyone on the campus, but plan to find friends and advisors?		
24. Do you generally find it easy to make friends?		
25. Do you think the Carnegie staff will be helpful when you have problems?		
26. Do you think you will feel accepted on the FAMU campus?		
27. Do you foresee future employment with Blacks?		

28. How would you rate your priorities in terms of what will seem most interesting or exciting at FAMU? (please number your choices 1-6, 1 being most important and 6 being least important.)

life in the dormitory

peer/social relations

classroom work

learning about the campus

Black White relations

learning about Tallahassee

29. From which areas do you expect to draw the most benefit? (again, "1" would be most beneficial, and "6" least beneficial)

peer/social relations

classroom work

learning about the campus

life in the dormitory

Black White relations

learning about Tallahassee

	YES	NO
30. Do you expect to finish the quarter at FAMU with good feelings about the experience?		
31. Do you expect to encounter some hostility at FAMU?		
32. Have you ever been professionally involved with Blacks? (teachers, physicians, etc.)		

33. Which word comes closest to describing your mood **RIGHT NOW** about being at Florida A&M University? (underline one)

excited    curious    so-so    worried    scared    happy

August 26, 1974

## **FAMU CAMPUS CLIMATE OPINIONNAIRE**

Florida A&M University has been selected to participate in a study for the purpose of revealing its academic capabilities as an excellent institution of higher learning. The study will have no effect on your grade in this course, or any other effects. However, it is anticipated that your sincere response to each item herein, will shed some explanation in regard to the success or failure of the subsequent Cross-Cultural Experience Program which is scheduled for this Spring Quarter, 1972.

All responses will be treated as a total group not as individuals. It is important that you respond to each item sincerely.

(Please do not sign your name to this opinionnaire)

Thank you for your cooperation!

## UNIVERSITY OF FLORIDA PARTICIPANT

Please indicate your sincere opinion on how you feel about each of the situations or conditions below by placing a check in the appropriate *answer space* to the right of each item.

<b>FAMU CAMPUS CLIMATE OPINIONNAIRE</b>	<b>FAVOR</b>	<b>OPIPOSE</b>	<b>NOT SURE</b>
1. FAMU as a predominantly Black institution which welcomes <i>all</i> races of students seeking an education.			
2. FAMU' desegregated and integrated, both faculty and student body.			
3. White students attending FAMU, but discriminated against.			
4. My friendship with White students of the same sex at FAMU.			
5. My friendship with White students of the opposite sex at FAMU.			
6. Increase White Student enrollment at FAMU.			
7. White students attending FAMU welcomed and treated fairly by both students and faculty.			
8. Education for <i>Blacks</i> only at FAMU			
9. Cross-Cultural education for better race relations, professional services etc., at FAMU.			
10. Cooperative programs between FAMU and other institutions to provide maximum educational opportunities for all students.			

## UNIVERSITY OF FLORIDA

### STUDENT EVALUATION-CARNEGIE PROGRAM CROSS-CULTURAL EXPERIENCE COMPONENT

#### OPINIONNAIRE:

Please indicate your sincere opinion about the *Carnegie-Cross Cultural Experience Program* by crossing out the letter or letters that convey your judgement for each item.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Program increased my knowledge and awareness of the special needs and problems of minorities.	SD	D	A	SA
2. The organization of the Program could be improved (explain briefly):	SD	D	A	SA
3. The Carnegie Consortium Workshop caused me to critically examine my own attitude towards minorities.	SD	D	A	SA
4. The weekly seminars provided me with more information and insight about Black people.	SD	D	A	SA
5. I am more self-confident about working in a multi-racial situation than I was when the Program started.	SD	D	A	SA
6. The weekly "rap sessions" were a great benefit to me.	SD	D	A	SA
7. I desire a career in an integrated situation more than I did when the Program started.	SD	D	A	SA
8. I have less empathy for the disadvantaged as a result of this Program.	SD	D	A	SA

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
9. The Program led me to collect more information about the backgrounds of minorities.	SD	D	A	SA
10. I feel the same about working with Blacks now as I did before the Program	SD	D	A	SA
11. The Program awakened a desire in me to understand and work more sensitively with representatives of the Black Community.	SD	D	A	SA
12. My educational experience at FAMU complemented the knowledge I gained at the University of Florida.	SD	D	A	SA
13. The Program could have been more beneficial, but a number of Black students at FAMU were hostile to me.	SD	D	A	SA
14. I was not treated fairly in all my classes during this Program.	SD	D	A	SA
15. In spite of this Program, I feel that success in a multi-cultural situation has little to do with understanding minorities.	SD	D	A	SA
16. I got valuable advice during this Program.	SD	D	A	SA
17. The accommodations, facilities, etc., at FAMU were adequate.	SD	D	A	SA
18. I recommend that this Program or similar ones be continued for the benefit of other White students.	SD	D	A	SA

# UNIVERSITY OF FLORIDA PARTICIPANT PROCESS ANALYSIS

Please indicate your sincere opinion about the Carnegie Cross-Cultural Experience Program by crossing out the letter or letters that convey your judgement for each item.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. This Program provided worthwhile experiences for me.	SA	A	D	SD
2. This Program is what I expected it to be. (Comments):	SA	A	D	SD
3. I regret having committed myself to participating in this Program. (Comments):	SA	A	D	SD
4. Other pre-professional White students should participate in similar programs. (Comments):	SA	A	D	SD
5. I encountered hostile Black students when I attended FAMU. (Comments):	SA	A	D	SD
6. I felt accepted on FAMU's campus. (Comments):	SA	A	D	SD
7. I felt secure on FAMU's campus. (Comments):	SA	A	D	SD
8. I had difficulty relating to Black students. (Comments):	SA	A	D	SD

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
9. I had difficulty relating to Black faculty and Staff. (Comments):	SA	A	D	SD
10. I am beginning to understand more about Black people.	SA	A	D	SD
11. The experiences that I had at FAMU will help me in my professional life.	SA	A	D	SD
12. I have become more aware and concerned about Black people's feelings and problems since I have been here at FAMU.	SA	A	D	SD

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